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ABSTRACT

This institutional accountability plan and progress report for Pensacola Junior College (PJC) in Florida establishes institutional goals for 1995-96 to 1999-2000 and presents data on accountability outcomes measures for 1992-93. The report is submitted to the State Board of Community Colleges (SBCC) in compliance with Florida Statutes 240.324. The first part discusses the planning process utilized by PJC and states the college's institutional mission, philosophy, and 11 strategic goals. The second part describes the relationship between the college's strategic goals and mission and those of the Florida Community College System, citing specific goals in the State Master Plan. The third part describes the college's accountability plan for state-approved and institution-specific measures, highlighting methods used to measure and report performance and indicating that the first comparative report of year-to-year outcomes will be conducted in 1995. The fourth part discusses future considerations for evaluation and planning. The final part of the report presents data on PJC outcomes in two sets. The first set presents data on student characteristics, enrollment, retention, success rates, transfer, licensure pass rates, and placement, while the second set provides an executive summary of data from a 1992-93 accountability report. Appendixes include a table of PJC strategic goals and related statewide master plan goals; a list of PJC institutional effectiveness assessment functional areas; accountability performance benchmarks for 1992-93; a list of programs undergoing accreditation review in 1994; and an outline of PJC's planning, assessment, and quality improvement process named Q.U.E.S.T. (Qualitative Use of Evaluative Systems and Techniques). (TGI)

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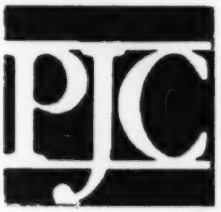
ED 397 867

INSTITUTIONAL ACCOUNTABILITY PLAN

AND PROGRESS REPORT

(A Technical Paper Submitted to the S.B.C.C. in Compliance with *Florida Statutes* 240.324.)

Year #1



Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32503

August 31, 1994

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R-94-216

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INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT
PENSACOLA JUNIOR COLLEGE

This plan report has been made in compliance with *Florida Statutes* 240.324 "Community college accountability process" and action of the State Board of Community Colleges. It is intended to be a management and accountability process for "the systematic ongoing improvement and the assessment of the improvement of the quality and efficiency" of Pensacola Junior College. Strong emphasis is placed on institutional planning. Beginning July 1, 1993, the achievement of the performance goals established in the community college accountability plan formally was addressed in the annual presidential evaluation. The first and preliminary plan and report which addressed the 1992-1993 academic year was presented to the Pensacola Board of Trustees September 27, 1993, for consideration. The following 1993-1994 plan and report sets five-year goals and is intended to cover the 1995-1996 to 1999-2000 period; however, baseline data are reported for various earlier periods.

The Pensacola Junior College Institutional Accountability Plan consists of five sections. I. The PJC PLANNING PROCESS, MISSION AND GOALS; II. The RELATION OF PJC MISSION AND GOALS TO THE STATEWIDE MASTER PLAN; III. The PJC ACCOUNTABILITY PLAN AND PROGRESS REPORTS; IV. FUTURE CONSIDERATIONS; and V. REPORT FORMS.

The Pensacola Junior College Institutional Accountability Plan Report consists of two sets of data: Report A, *The State Approved PJC Accountability Measures Plans*, these are base-line data sets; and Report B, *The Pensacola Junior College Institutional Accountability Plan, Preliminary Five Year Plan Report 1992-1993, Executive Summary.*

The APPENDICES contain: Appendix A, *PJC Five-Year Strategic Plan Goals, 1993/1994 - 1997/98*; Appendix B, *PJC Institutional Effectiveness Assessment Functional Areas;* Appendix C, *PJC and State Accountability Performance Benchmark 1992-1993*, Appendix D, *PJC Program Accreditation*; and Appendix E, *QUEST*; A Descriptive Outline of the PJC Planning and Evaluation Processes.

I. PJC PLANNING PROCESS, MISSION AND GOALS

This section describes the planning process utilized by Pensacola Junior College and includes the College's mission and strategic goals. This is a broad-based and comprehensive process which involves large numbers of college personnel at all levels in a systematic and orderly manner; the intent of which is to ensure effective routine operations and to provide long-term vision for the continued development of the institution. The current *Strategic Plan* embraces the philosophy, mission and strategic goals of the College. The statement of philosophy defines the manner in which the College determines to approach its tasks. The mission statement defines in broad and general terms what the college is to do respective of law and Board of Trustees direction. The strategic goals specifically define major areas of planned activity and accomplishments sought for the five-year period (1993-1998). Each goal has a set of specific objectives each of which defines specific tasks to be done by specific individuals or operational units and within specific time-frames.

The PJC Institutional Planning Process

The planning, management and assessing process of Pensacola Junior College is a complex, systematic, periodic, broadly participative and integrated system of processes that are ultimately intended for the assurance of quality and for the improvement of the College. These include the following main processes but are not limited to them.

Strategic Planning	This is an ongoing process which results in a general five year *Strategic Plan* for the College. This is the long range plan that has a set of general goals for focusing the College and more numerous and specific objectives which delineate what is to be done.
Academic Programs Planning and Special Activity Planning	This is the process by which academic departments generate plans for courses and for full programs of study. These plans are contained and approved by the College Curriculum Committee. The *minutes* of the Curriculum Committee constitute a continuous academic plan for the College.
Facilities Master Planning	These are the *Campus Master Plans* for the Milton, Pensacola and Warrington Campuses; the *College Maintenance Plan;* and special projects plans that are updated on a regular basis. These define how the physical plant of the College is developed.
Fiscal Planning	Key to fiscal planning is the annual development of the general operational budget of the College. This reserve and spending plan directs the fiscal operation of the College from year to year. The *Annual Financial Report* describes the

	actual year's experience in terms of reserve and expenditures. Regular state audits verify that PJC spends funds in a responsible manner.
Operational Planning	On a regular basis, special plans are formulated for the accomplishment of special tasks. These plans are usually written by and for committees that are established for the specific task. Some operational plans are short term, and others are permanent and subject to periodic upgrades. An example, which is current, is the *Instructional Technology Plan* which was initiated in 1994, and is still under revision.
Institutional Effectiveness Planning and Assessment	This is the plan and evaluative process that was developed by College faculty and staff to measure the internal effectiveness of the College. While the PJC institutional effectiveness process is separate from the regional accreditation process, it is intentionally planned to address topics similar to the accreditation process. The PJC institutional effectiveness plan is set for a five-year cycle and includes sixteen primary functional areas of the College and several hundred general goals and specific objectives. An annual report is published on the attainment of these objectives. This is the local institutional evaluation plan.
Institutional Accountability Planning and Assessment	This is the State mandated evaluation plan and report for the College. This includes a set number of specific performance requirements by the State Division of Community Colleges and is embodied by this report. This state institutional evaluation plan meets the directives of the Legislature.
Institutional Research	This is the function of the College that assembles key information on all aspects of the operation of the college and makes an evaluation of these data. The institutional research function operates on the basis of a specific plan. Its output is intended to improve the College.
Management Information Systems	This is the function of the College that gathers and disseminates key information concerning the operation of the college. It operates under a plan of operation and reports data both internally and externally. This includes the managerial data processing resources of the College.

College Archives	A plan is currently being written to establish a permanent and secured archive of key planning and assessment documents of the College.
Accreditation	Periodic self-study and review by peers of the College is undertaken for the accreditation of the College. Accreditation is the assurance that the College is fully able to accomplish its mission in all respects. There are two types of accreditation: regional accreditation which considers the College as a whole and program accreditation which provides evaluation for some specific programs, mainly in the health fields.

A broad group of participating college personnel is involved for each of these planning functions. These persons and the plans they produce tend to overlap across the various functional plans of the College.

The Strategic Plan is the key and integrating element of the overall institutional planning scheme. It sets the direction of development for the College for the five-year period. Its formulation is based on the participation of persons from all sections of the College. It is written as the result of a careful examination of current data on the College status. An internal and external assessment of current conditions is a part of the process.

The current plan was completed and presented to the President's Council for consideration on August 25, 1993 and presented to and tentatively approved by the Board of Trustees on March 28,1994. It was given final approval by the Board on August 31, 1994. It is to cover the period 1993/1994 through 1997/1998. Thirty-one persons served on the Strategic Planning Committee (1992-1993); others served on the various topical task forces.

The Goals of the Strategic Plan are listed later in this section.

Outcomes evaluation is essential to planning and operations. The PJC planning and assessment system is very complex and is built on complex plans and reports which are used to develop the College. These are described in a short report (See Appendix E) entitled QUEST (the Qualitative Use of Evaluative Systems and Techniques). At the center of this process is the PJC Strategic Plan and its implementation.

PJC Philosophy, Mission Statement and Goals

Decades ago Pensacola Junior College adopted a statement of institutional philosophy and an institutional mission statement. These have been revised and updated as necessary, and recently (1993) were updated in conjunction with the latest Strategic Plan. Both are presented in the following sections.

Institutional Philosophy:

Pensacola Junior College is a student-centered, comprehensive community college dedicated to providing educational opportunities that develop the personal, academic, career, and aesthetic capabilities of individuals so that they may achieve self-fulfillment and participate fully and positively in a democratic society.

Furthermore, the College promotes lifelong learning to meet the challenges of a changing world, strives for equity in access and in the learning process for each individual regardless of race, sex, religion, age, or disability, and provides quality educational programs and services that embrace high academic standards. Being accountable to its citizens, the College exercises fiscal responsibility manifested by offering services and programs at the lowest possible cost to support the concept of an open door institution.

Pensacola Junior College, as a comprehensive community college, must be many things to many people and must serve the diverse needs of the community now and into an increasingly complex world of the future.

***Institutional Mission*:**

The mission of Pensacola Junior College is to provide educational opportunities to meet the diverse requirements of all students in preparing for, and continuing with, lifetime education in career training and intellectual fulfillment. College credit courses and Associate of Arts degree programs at the freshman and sophomore levels prepare students for entry at the university junior level.

Associate of Science degree programs and vocational certificate programs are offered to students in technical areas to train for career entry and for limited transfer opportunities. Community services, courses, and programs in continuing education supply individuals and groups with particular needs and interests, whether credit or non-credit, as a lifelong learning endeavor.

The College serves those students not prepared to enter college level programs by providing adult basic programs, developmental programs, and adult high school programs. The economic development of the service area is supported through training and retraining activities in an attempt to attract new industry and expand existing industry. Finally, the College fulfills a commitment to serve as a center for cultural, recreational, leisure, health, and athletic activities for the enrichment of the students and citizens of Escambia and Santa Rosa counties.

PJC Strategic Goals

1. To improve each student's academic development, and achievement from point of initial contact through completion of each individual's educational goal(s).

2. To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a College-wide basis.

3. To improve educational programs in order to enhance educational excellence.

4. To improve community relationships by continuing to serve educational, cultural, and recreational needs of the citizens of the district.

5. To improve communication with internal constituencies.

6. To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address College issues. This includes improving planning data and institutional research to support the shared management initiative.

7. To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel, and facilities.

8. To improve salaries, fringe benefits, recruiting and selection, working conditions, professional development, and career mobility of the institution's human resources.

9. To improve student services and student support activities which assist in meeting the social, cultural, career development and recreational needs of each individual student.

10. To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district.

11. To strengthen the utilization of technology to support contemporary standards and future applications in academic computing techniques, administrative computing systems, and educational telecommunications.

These five-year goals are active and subject to annual evaluation. The strategic plan does not attempt to spell out at this point every objective by which each goal will be achieved over the next five years. Instead, the plan outlines critical major objectives that have been established in response to the important issues and problems discovered as a result of the internal and external assessments. The plan should be viewed as a framework for decision making and

development of the institution, not to restrict other activities from taking place which may be important in themselves in improving the institution.

Therefore, while the goals will remain relatively constant over the next five years, the strategies employed to accomplish them will change with circumstances and opportunities. The processes for updating and monitoring the plan assure that the Strategic Plan will be dynamic and constantly refined.

The goals of the plan include overall strategic agendas for a three-campus, two-center system.

II. RELATION OF PJC MISSION AND GOALS TO THE STATEWIDE MASTER PLAN

This section relates the mission of the College and its strategic goals to the *Statewide Master Plan*. Specifically, it relates the PJC strategic goals with the system strategic goals. It also relates the PJC strategic goals with the statewide mission. The mission and strategic goals of Pensacola Junior College are not intended to be abstractions but are intended to be practical aims for accomplishment within the five-year period. The *PJC Strategic Plan* which contains the strategic goals was completed in 1993, and is intended to cover the 1993 through 1998 period.

Pensacola Junior College & Florida Community Colleges
Strategic Plan Goals
1993-1998

The following analysis enumerates the long range strategic goals of PJC to the specific goals of the *Statewide Master Plan*. Appendix A provides a reverse analysis in which the state goals are compared to PJC strategic goals.

PJC GOAL 1: To improve each student's academic development, and achievement from point of initial contact through completion of each individual's educational goal(s).
[**State Master Plan Goal #1**: To preserve open access and increase student success in community college programs.]

PJC GOAL 2: To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a College-wide basis.
[**State Master Plan Goal #7**: To review Florida's commitment to community college education by strengthening the long-term fiscal stability of the system and providing support for an increasingly diverse population.]

PJC GOAL 3: To improve educational programs in order to enhance educational excellence. **[State Master Plan Goal #2**: To strengthen the quality of programs and curriculum among community colleges.]

PJC GOAL 4: To improve community relationships by continuing to serve educational, cultural, and recreational needs of the citizens of the district. **[State Master Plan Goal #1**: see above.]

PJC GOAL 5: To improve communication with internal constituencies. **[State Master Plan Goal #5**: To strengthen the human resources of the community college.]

PJC GOAL 6: To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address College issues. This includes improving planning data and institutional research to support the shared management initiative. **[State Master Plan Goal #8**: To strengthen and provide leadership in institutional effectiveness, accountability and control.]

PJC GOAL 7: To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel, and facilities. **[State Master Plan Goal #8**: see above.]

PJC GOAL 8: To improve salaries, fringe benefits, recruiting and selection, working conditions, professional development, and career mobility of the institution's human resources. **[State Master Plan Goal #5**: see above.]

PJC GOAL 9: To improve student services and student support activities which assist in meeting the social, cultural, career development and recreational needs of each individual student. **[State Master Plan Goals #1 & 2**: see above.]

PJC GOAL 10: To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district. **[State Master Plan Goals #4**: To establish partnerships at the state and local level to support broad-based multi-lateral economic development institutions and strategies.]

And:

[**State Master Plan Goals #3**: To strengthen articulation, cooperation, and collaboration among public schools, community colleges, the state university system and other institutions.]

PJC GOAL 11: To strengthen the utilization of technology to support contemporary standards and future applications in academic computing technologies, administrative computing systems, and educational telecommunications.
[**State Master Plan Goal #6**: To strengthen the utilization of technology to support contemporary standards and future applications in academic computing technologies, administrative computing systems, and educational telecommunications.]

Relation of PJC Strategic Goals to the Statewide Mission

The strategic goals of PJC are directly linked to the primary needs for postsecondary academic and postsecondary vocational education as specified in law and in the *Statewide Mission for Community Colleges*.

State Primary Mission Area (a):
For providing lower level undergraduate instruction and awarding associate degrees.

PJC Strategic Goals directly relate as follows:

Goal 1: To improve each student's academic development and achievement ...
Goal 3: To improve educational progress ...
Goal 9: To improve student services and student support activities ...
Goal 11: To strengthen technology support ...

PJC Strategic Goals indirectly relate as follows:

Goal 2: To improve financial status ...
Goal 4: To improve community relationships...
Goal 5: To improve communication ...
Goal 6: To improve governance ...
Goal 7: To improve ... PJC ... through... systematic evaluation ...
Goal 8: To improve salaries ...
Goal 10: To improve communication... external constituents ...

State Primary Mission Area (b):
For preparing students directly for vocations requiring less than baccalaureate degrees.

PJC Strategic Goals that directly relate to this mission: Goals 1, 3, 9 and 11. Goals that indirectly relate: Goals 2, 4, 5, 6, 7, 8 and 10.

State Primary Mission Area (c):
For providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development and remedial and tutorial services, to ensure student success.

PJC Strategic Goal(s) that directly relate:

Goal 9: To improve student services and student support activities which assist in meeting the social, cultural, career development, and recreational needs of each individual student. All other goals relate in an indirect manner.

State Primary Mission Area (d):
For promoting economic development for the state within each community college district through the provision of special programs, ...

PJC Strategic Goal(s) that directly relate:

Goal 10: To improve communication with external constitutes (business, industry) in order to provide more effective and efficient job training and upgrade of on-the-job skills to enhance the economic development of the district. All other goals relate in an indirect manner.

PJC also responds to the "secondary" mission functions of:

Community services,
Adult precollege education and
Recreation and leisure services.

The previously demonstrated high level of concurrence between the Pensacola Junior College strategic goals and both the goals and the mission of the Statewide Master Plan must, when the college goals are accomplished, contribute to the accomplishment of the larger state mission and the state-level goals. This is not by chance because the very factors that resulted in the local PJC plan were identified in the formation of the Statewide Master Plan.

III. PJC INSTITUTIONAL ACCOUNTABILITY PLAN AND PROGRESS REPORTS

This section concerns the accountability outcome measures, performance goals, and methods of measuring and reporting performance for Pensacola Junior College. It also includes the PJC progress report in achieving the benchmarks and performance goals for accountability outcome measures over the previous year.

The PJC Accountability Plan for State-Approved Measures

Reports for FORMS A have been completed for PJC for the state-approved accountability measures and are included at the end of the accountability plan.

The PJC Accountability Plan for Institution-Specific Measures

The state-mandated formal institutional accountability plan, process and report are considered to be an integral part of the total PJC institutional planning and assessment process (see *QUEST*, APPENDIX E.) This component provides only a partial range of measures and is thus only a part of the total evaluation effort of the College. *The PJC Institutional Accountability Plan and Progress Report* is concerned only with the specific indicators specified by the law and consequently does not constitute a complete assessment of the effectiveness of the College. These state-inspired indicators are telling and are important pieces of a larger mosaic. The data thus generated and assessed are valuable for further improvement of the College.

The institutional accountability process should be viewed as a dynamic system which constantly provides feedback for the improvement of the institution. Figure 1. is representative of the process (which is a basic general systems theory model).

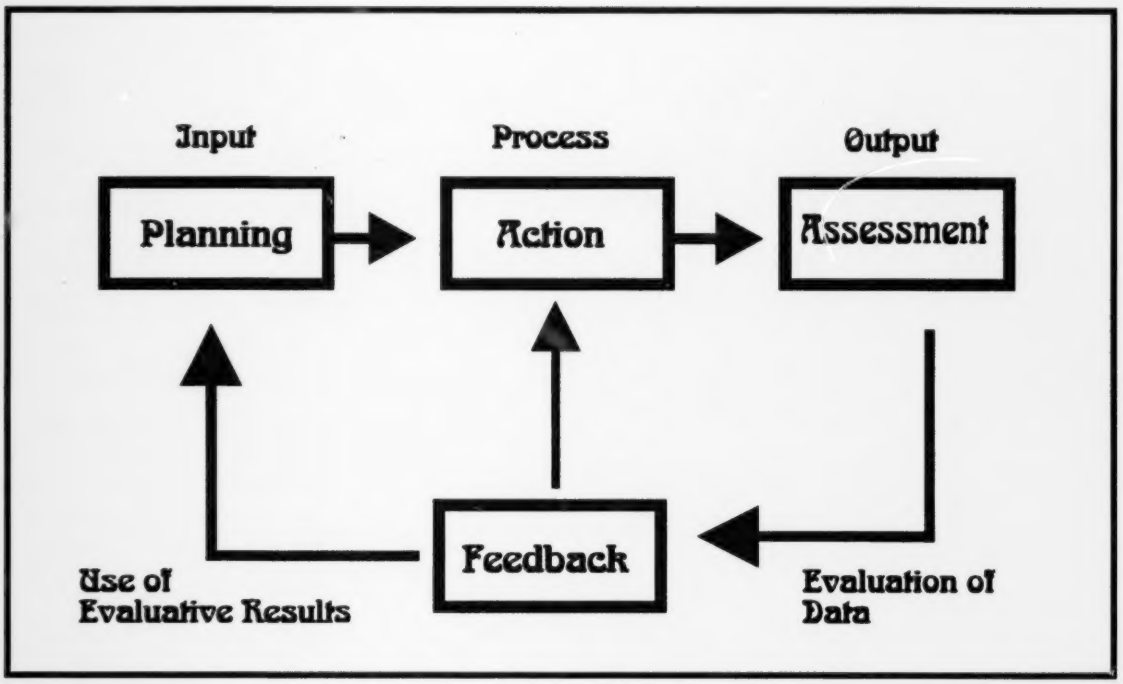

Figure 1. The Institutional Accountability Process.

There is nothing elaborate about the process but it is essential to all complete assessment processes.

A coordinator for the effort was assigned; in this case the Director for Institutional Research and Effectiveness. The Executive Vice President, Vice President for Planning and Administration, the Associate Vice President for Educational Services, the Vice President for Student Affairs and the Council of Academic and Student Affairs all contributed to this plan. Each of the above involved other faculty and staff as needed. The plan was later presented to the President's Council for review and approval. The time table for the process was roughly late June through early September 1994.

The PJC Progress Report in Achieving Accountability Measures

Because this plan was made in 1994, the effect of which should be first felt in the 1994-1995 academic year, no measurements are currently available for assessment purposes. The "current year" would have to be 1994-1995 and the "prior year" 1993-1994. (It is assumed that the Division of Community Colleges will provide data for these as it did for the baseline data for this report and plan in order to ensure uniformity across the system.) FORM "B" provides the *Executive Summary for the Pensacola Junior College Institutional Accountability Preliminary Report 1992-1993*, a report made prior to the development of the current plan.

A full comparative report will be done next year (1995) when the results of the first year of the plan will be assessed.

Additional Institutional Accountability Plans and Activities

The College is involved in a number of interrelated planning and assessment processes and functions in addition to the state-mandated accountability process. These include:

Strategic Planning
Academic Program Planning
Facilities Master Planning
Fiscal Budgeting & Planning
Operational and Special Activity Planning
Institutional Effectiveness Assessment
Institutional Research
Management Information Systems
College Archives
Institutional Regional Accreditation
Program Accreditation and Approval

Pensacola Junior College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It presently has a ten-year period of accreditation which is due for reaffirmation in 1997. Processes will begin for reaffirmation in the fall of 1994, with the execution of an internal criteria audit and a comprehensive review of the College's general education requirements. It is anticipated that PJC will seek a special self-study under the new alternative accreditation process with its special emphasis on the new institutional technology. The formal criteria audit and special self study will be undertaken in 1995 and 1996. The site visit(s) will take place in 1997.

PJC also has a number of special program accreditation and approvals, mostly in the health related fields. Fifteen programs have actual or potential accreditation. A full presentation is found in APPENDIX D.

No other major assessment efforts other than those listed above are anticipated.

IV. FUTURE CONSIDERATIONS

It is clear that all forms of assessment will continue to be very important for future operations of community colleges. It is even possible that the current high level of assessment activity could increase. However, the current level of emphasis on evaluation and planning that touches all aspects of Pensacola Junior College is appropriate and sufficient. No other major indicators are anticipated.

V. REPORT FORMS

Two sets of data are included in this document. The first set of ten forms (Forms A) record the PJC baseline data, PJC five-year goals and the specific activities and strategies the college will undertake to meet these state-mandated goals. The second set of data (Form B) is the executive summary of data that was reported for the college for 1992-1993, under this process. (It is important to note that both the process and the standards have been changed for 1993-1994.)

Report Forms "A":
State Approved Accountability Measures Plan

Baseline Data, Five Year Goals, and Activities/Strategies

Measure 1, Part 1:	Enrollments
Measure 1, Part 2:	Retention and Success Rates
Measure 1, Part 2:	Retention and Success Rates for AA
Measure 1, Part 2:	Retention and Success Rates for AS
Measure 1, Part 2:	Retention and Success Rates for Certificates
Measure 2, Part 1:	Transfer Performance
Measure 3, Part 1:	Licensure Rates
Measure 3, Part 2:	Program Completers
Measure 4, Part 1:	College Preparatory Success Rates for All
Measure 4, Part 1:	College Preparatory Success Rates for AA
Measure 4, Part 2:	College Preparatory Success Rates for AS
Measure 4, Part 2:	College Preparatory Success Rates for Certificates
Measure 5 :	CLAST Test Performance

ACCOUNTABILITY OUTCOME MEASURE 1 PART 1
PRIOR YEAR HIGH SCHOOL GRADUATES ENROLLED THE FOLLOWING YEAR
ENROLLMENT REPORT

Definition: This report uses 1991-92 Florida public high school information from DPS and 1992-93 community college enrollment figures from the student data base. Student data base enrollment is limited to prior year public high school graduates from the community college service area.

COLLEGE: PENSACOLA JUNIOR COLLEGE

ETHNICITY	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian Pacific/Islander		American Indian or Alaskan Native		Other (Unknown)		
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Total
Number of High School Graduates (HSG)	2,576	74.09%	721	20.74%	25	0.72%	137	3.94%	18	0.52%	0	0.00%	3,477
Number of HSG Enrolled in College	893	77..32%	186	16.10%	11	0.95%	55	4.76%	10	0.87%	0	0.00%	1,155
Percent of HSG Enrolled in College	34.67%		25.80%		44.00%		40.15%		55.56%		0.00%		33.22%
FIVE YEAR GOAL													
Percent of HSG Enrolled in College	35%		27.5%		45%		40%		50%		0%		34%

Activities/Strategies: Update the recruiting plan; continue to refine the mentoring program; implement the Tech Prep project; expand adjunct support program to dual enrollment faculty.

ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

Definition: Status after four years of Fall 1990 first-time-in-college Associate in Arts degree-seekers who earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years. (Tracked through Winter/Spring 1994.)

COLLEGE: **Pensacola Junior College**

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < = 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	**Number**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	382	139	36.39	67	17.54	7	1.83	154	40.31	213	55.76	360	94.24
Black	60	16	26.67	7	11.67	6	10.00	25	41.67	29	48.33	48	80.00
Hispanic	9	1	11.11	1	50.00	1	0.00	0	0.00	1	50.00	0	50.00
American Indian	7	2	28.57	3	33.33	0	0.00	3	42.86	4	57.14	7	100.00
Asian	27	12	44.44	3	11.11	1	3.70	10	37.04	16	59.26	25	92.59
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	485	170	35.05	82	16.91	15	3.09	196	40.41	267	55.05	448	92.37
FIVE-YEAR GOAL										60%		90%	
PART-TIME													
White	287	70	24.39	122	42.51	11	3.83	71	24.31	203	70.73	263	91.64
Black	29	1	3.45	14	48.28	2	6.90	8	27.59	17	58.62	23	79.31
Hispanic	2	0	0.00	1	50.00	0	0.00	0	0.00	1	50.00	1	50.00
American Indian	9	4	44.44	3	33.33	1	1.11	1	11.11	8	88.89	8	88.89
Asian	14	2	14.29	8	57.14	0	0.00	3	21.43	10	71.43	13	92.86
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	341	77	22.58	148	43.40	14	4.11	83	24.34	239	70.09	308	90.32
FIVE-YEAR GOAL										70%		90%	
TOTAL	826	247	29.90	230	27.85	29	3.51	279	33.78	506	61.26	756	91.53
FIVE-YEAR GOAL										65%		90%	

Activities/Strategies: Review the prerequisites of college credit courses; develop a retention plan, with student tracking; continue torefine the mentoring program.

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ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

Definition: Status after four years of Fall 1990 first-time-in-college Associate in Science degree-seekers who earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years. (Tracked through Winter/Spring 1994.)

COLLEGE: Pensacola Junior College

FULL-TIME	Number	Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < = 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	103	44	42.72	18	17.48	2	1.94	35	33.98	64	62.14	97	94.17
Black	14	3	21.43	3	21.43	2	14.29	1	7.14	8	57.14	7	50.00
Hispanic	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian	2	0	0.00	1	50.00	0	0.00	0	0.00	1	50.00	1	50.00
Asian	4	0	0.00	2	50.00	0	0.00	2	50.00	2	50.00	4	100.00
Other(Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	123	47	38.21	24	19.51	4	3.25	38	30.89	75	60.98	109	88.62
FIVE-YEAR GOAL											60%		90%
PART-TIME													
White	71	15	21.13	28	39.44	1	1.41	25	35.21	44	61.97	68	95.77
Black	11	0	0.00	3	27.27	2	18.18	3	27.27	5	45.45	6	54.55
Hispanic	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian	4	1	25.00	0	0.00	0	0.00	2	50.00	1	25.00	3	75.00
Asian	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Other(Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	87	17	19.54	31	35.63	3	3.45	30	34.48	51	58.62	78	89.66
FIVE-YEAR GOAL											60%		90%
TOTAL	210	64	30.48	55	26.19	7	3.33	68	32.38	126	60.00	187	89.05
FIVE-YEAR GOAL											60%		90%

Activities/Strategies: Develop a retention plan, including student tracking; implement, the Tech Prep program; continue assistance to special population students; review the curriculum requirements for each program.

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ACCOUNTABILITY OUTCOME MEASURE 1 PART 2
ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR POSTSECONDARY VOCATIONAL CERTIFICATE STUDENTS

Definition: Status after two years of Fall 1990 first-time-in-college post-secondary vocational certificate-seekers who earned at least 9 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after two years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after two years. (Tracked through Winter/Spring 1994.)

COLLEGE: Pensacola Junior College

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < = 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	**Number**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	3	2	66.67	0	0.00	0	0.00	1	33.33	2	66.67	3	100.00
Black	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Hispanic	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	3	2	66.67	0	0.00	0	0.00	1	33.33	2	66.67	3	100.00
FIVE-YEAR GOAL											70%		90%
PART-TIME													
White	4	3	75.00	1	25.00	0	0.00	0	0.00	4	100.00	4	100.00
Black	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Hispanic	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	5	4	80.00	1	20.00	0	0.00	0	0.00	5	100.00	5	100.00
FIVE-YEAR GOAL											60%		90%
TOTAL	8	6	75.00	1	12.50	0	0.00	1	12.50	7	87.50	8	100.00
FIVE-YEAR GOAL											67%		90%

Activities/Strategies: Develop a retention plan, including student tracking; continue assistance to special population students; continue to refine the mentoring program.

ACCOUNTABILITY OUTCOME MEASURE 2 - PART 1
ASSOCIATE IN ARTS DEGREE TRANSFER PERFORMANCE REPORT
BY ETHNICITY

Definition: Upper Division grade point average performance for 1991-92 Associate in Arts graduates who enrolled in the State University System in 1992-93.

COLLEGE: PENSACOLA JUNIOR COLLEGE

ETHNICITY	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian Pacific/Islander	American Indian or Alaskan Native	Other (Unknown)	Total
Number of Graduates in SUS	420	32	5	13	6	0	476
Mean GPA	2.74	2.25	2.59	2.77	2.30	0.00	2.70
Percent with GPA's at or Above 2.5	68.10%	46.88%	80.00%	76.92%	50.00%	0.00%	66.81%
FIVE-YEAR GOAL: (PERCENT WITH GPA's AT OR ABOVE 2.5)							70%

Activities/Strategies: Update CLAST improvement plan with a focus on minorities; continue to refine mentoring program.

ACCOUNTABILITY OUTCOME MEASURE 3 PART 1
STATE LICENSURE PASSING RATE REPORT

Definition: Licensure passing rates for community college students who were enrolled in selected postsecondary vocational programs. At this time, only aggregate data have been provided by licensing agencies. Figures are based on all students sitting for the exam during 1991-92 and includes both graduates and non-graduates, first-time test takers and repeaters.

COLLEGE: PENSACOLA JUNIOR COLLEGE

TITLE	Number of Test Takers	Percent Passing	Five-Year Goal Percent Passing
Dental Hygiene	37	83.8%	92%
Emergency Medical Technician	41	97.6%	95%
Practical Nursing	77	84.4%	95%
Physical Therapist Assisting	13	100.0%	97.5%
Respiratory Therapy	21	95.2%	92%
Nursing (Associate Degree) R.N.	143	91.6%	93%
Cosmetology	33	75.8%	80%
Water Treatment Plant Operator*	11	45.5%	N/A
Environmental Science Technician*	2	0.0%	N/A
TOTAL	378	87.3%	92%

Activities/Strategies: Review efforts to ensure curriculum includes required competencies; offer test taking workshops to students.

* PJC does not prepare students for licensure in this field.

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ACCOUNTABILITY OUTCOME MEASURE 3 PART 2
PLACEMENT RATES OF ASSOCIATE IN SCIENCE AND CERTIFICATES PROGRAM COMPLETERS

Definition: Number and percentage of 1991-92 completers who were located and placed according to a state-level follow-up. Students are considered "placed" if they are found the following year to be (1) continuing their education in a Florida community college or state university, (2) working in a field related to their education, or (3) in the military. Goals are established only for programs with five or more completers in the placement pool.

COLLEGE: PENSACOLA JUNIOR COLLEGE

VOCATIONAL PROGRAM TITLE	Completers*			Five-Year Goal
	Number Found	Number Placed	Percent Placed	
Ornamental Horticulture Technology	2	2	100.00%	70%
Forest Technology	1	1	100.00%	70%
Hospitality Management	1	1	100.00%	70%
Dental Assisting	1	1	100.00%	70%
Dental Hygiene	38	38	100.00%	95%
Dental Lab. Technology/Management**	3	2	66.67%	N/A
Emergency Medical Technology	31	24	77.42%	80%
Medical Assistant	4	3	75.00%	70%
Health Information Management (Medical Record Technology)	17	13	76.47%	80%
Health Unit Coordinator	3	1	33.33%	70%
Nursing Assisting	52	48	92.31%	90%
Practical Nursing	62	61	98.39%	95%
Physical Therapist Assistant	13	13	100.00%	95%
Nursing(Associate Degree) R.N.	146	145	99.32%	70%
Dietetic Technology	3	2	66.67%	70%
Business Administration & Management	16	8	50.00%	70%
Accounting Technology	11	10	90.91%	80%
Computer Programmer & App.	8	6	75.00%	70%
Office Systems Technology	9	6	66.62%	70%
Medical Secretarial Technology	9	6	66.62%	70%
Industrial Management Technology	4	3	75.00%	70%
Cosmetology	9	7	77.78%	70%

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VOCATIONAL PROGRAM TITLE	Completers*			Five-Year Goal
	Number Found	Number Placed	Percent Placed	
Civil Engineering Technology	5	4	80.00%	70%
Building Construction Technology	3	3	100.00%	70%
Drafting & Design Technology	3	3	100.00%	70%
Electronics Engineering Technology	25	19	76.00%	80%
Automotive Service Management Technology	2	2	100.00%	70%
Aircraft Airframe Mechanics**	14	7	50.00%	N/A
Aircraft Powerplant Mechanics**	13	8	61.54%	N/A
Machining	1	0	0.00%	70%
Graphic Design Technology	6	5	83.33%	70%
Instructional Services Technology	1	1	100.00%	70%
Environmental Science Technology	12	11	91.67%	85%
Legal Assisting	19	11	57.89%	70%
Criminal Justice Technology	9	6	66.67%	70%
TOTAL	556	481	86.51%	75%

Activities/Strategies: Develop a retention plan, including student tracking; increase departmental involvement in placement; implement the Tech Prep program.

*Data are on number of completers found, not all who completed the program.
** This program is no longer active at PJC.

ACCOUNTABILITY OUTCOME MEASURE 4 PART 1
COLLEGE PREPARATORY SUCCESS RATE REPORT

Definition:

Outcomes for Fall 1991 first-time-in-college students who tested and failed an entry-level test (ELT) on state cut-off scores, enrolled in any level of College Preparatory course work, and received a passing grade in the highest level College Preparatory courses over a two-year period.

COLLEGE: PENSACOLA JUNIOR COLLEGE

FTIC Degree Seeking Students Taking an ELT	Failed Any Entry-Level Test		Number Failing Entry-Level Test			College Preparatory Reading			College Preparatory Writing			College Preparatory Math		
	Number	Percent	Reading	Writing	Math	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level	Number Enrolled Any Level	Number Pass Highest Level	Percent Pass Highest Level
1,380	792	57.39%	317	209	653	202	115	56.93%	134	99	73.88%	401	210	53.37%
FIVE-YEAR GOAL								60%			75%			55%

Activities/Strategies: Review the organization and delivery of College Prep courses; participate in Project Synergy.

Note: Only grades of A, B, C, P, S are used in calculating the course success rate.

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ACCOUNTABILITY OUTCOME MEASURE 4 PART 2

COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN ARTS STUDENTS

Definition: Status after four years of Fall 1990 first-time-in-college Associate in Arts degree-seekers who completed all College Preparatory requirements and earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years. (Through Winter/Spring 1993/4.)

COLLEGE: Pensacola Junior College

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < = 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	**Number**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	74	20	27.03	18	24.32	0	0.00	34	45.95	38	51.35	72	97.30
Black	18	2	11.11	2	11.11	4	22.22	8	44.44	8	44.44	12	66.67
Hispanic	2	0	0.00	1	50.00	1	50.00	0	0.00	2	100.00	1	50.00
American Indian	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
Asian	8	2	25.00	0	0.00	1	12.50	4	50.00	3	37.50	6	75.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	103	24	23.30	21	20.39	6	5.83	47	45.63	51	49.51	92	89.32
FIVE-YEAR GOAL											60%		90%
PART-TIME													
White	45	7	15.56	18	40.00	1	2.22	18	40.00	26	57.78	43	95.56
Black	6	1	16.67	3	50.00	0	0.00	2	33.33	4	44.44	6	100.00
Hispanic	1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
Asian	1	0	0.00	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	54	8	14.81	21	38.89	1	1.85	22	40.74	30	55.56	51	94.44
FIVE-YEAR GOAL											60%		90%
TOTAL	157	32	20.33	42	26.75	7	4.46	69	43.95	81	51.59	143	91.08
FIVE-YEAR GOAL											60%		90%

Activities/Strategies: Review the prerequisites of college credit courses; review the organization and delivery of College Prep courses.

ACCOUNTABILITY OUTCOME MEASURE 4 PART 2

COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT FOR ASSOCIATE IN SCIENCE STUDENTS

Definition: Status after four years of Fall 1990 first-time-in-college Associate in Science degree-seekers who completed all College Preparatory requirements and earned at least 18 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after four years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after four years. (Through Winter/Spring 1993/)

COLLEGE: Pensacola Junior College

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < = 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	**Number**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	19	8	42.11	4	21.05	1	5.26	5	26.32	13	68.42	17	89.47
Black	2	0	0.00	1	50.00	0	0.00	0	0.00	1	50.00	1	50.00
Hispanic	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	2	0	0.00	0	0.00	0	0.00	2	100.00	0	0.00	2	100.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	23	8	34.78	5	21.74	1	4.35	7	30.43	14	60.87	20	86.96
FIVE-YEAR GOAL											60%		90%
PART-TIME													
White	11	3	27.37	4	36.36	0	0.00	4	36.36	7	63.64	11	100.00
Black	4	0	0.00	2	50.00	1	25.00	0	0.00	3	75.00	2	50.00
Hispanic	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	15	3	20.00	6	40.00	1	6.67	4	26.67	10	66.67	13	86.67
FIVE-YEAR GOAL											60%		90%
TOTAL	38	11	28.95	11	28.95	2	5.26	11	28.95	24	63.16	33	86.84
FIVE-YEAR GOAL											60%		90%

Activities/Strategies: Review the prerequisites of college credit courses; review the organization and delivery of College Prep courses; implement the Tech Prep program

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ACCOUNTABILITY OUTCOME MEASURE 4 PART 2
COLLEGE PREPARATORY ENROLLMENT, RETENTION, AND SUCCESS RATE REPORT
FOR POSTSECONDARY VOCATIONAL CERTIFICATE STUDENTS*

Definition: Status after two years of Fall 1990 first-time-in-college post-secondary vocational certificate-seekers who completed all College Preparatory requirements and earned at least 9 college-level credits. The success measure indicates the number and percent of students who have graduated, are enrolled in good standing or left in good standing after two years from the date of initial enrollment. The retention measure indicates the number and percent of students who graduated or are enrolled after two year. (Through Summer 1992-3)

COLLEGE: Pensacola Junior College

		Graduated		Enrolled in Good Standing (GPA ≥ 2.0)		Enrolled Not in Good Standing (GPA < = 2.0)		Left in Good Standing (GPA ≥ 2.0)		Total Retention		Total Success	
FULL-TIME	**Number**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Black	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Hispanic	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
FIVE-YEAR GOAL										N/A		N/A	
PART-TIME													
White	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Black	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Hispanic	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
American Indian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other (Unknown)	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
FIVE-YEAR GOAL										N/A		N/A	
TOTAL	1	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
FIVE-YEAR GOAL										N/A		N/A	

Activities/Strategies: Review the curriculum requirements for each program; review the prerequisites of college credit courses; review the organization and delivery of College Prep courses.

*Too few students are anticipated for this category to be able to set meaningful goals.

ACCOUNTABILITY OUTCOME MEASURE 5
CLAST PERFORMANCE REPORT

Definition: Cumulative CLAST results for students who completed 60 or more college-level credits during the 1992-93 report year.
COLLEGE: PENSACOLA JUNIOR COLLEGE

STUDENTS WHO HAVE NOT TAKEN COLLEGE PREPARATORY COURSES

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	602	97.51%	602	91.69%	602	91.36%	602	94.85%	602	84.05%
Black	51	92.16%	51	74.51%	51	72.55%	51	84.31%	51	56.86%
Hispanic	9	88.89%	9	100.00%	9	77.78%	9	77.78%	9	77.78%
American Indian	9	100.00%	9	100.00%	9	100.00%	9	88.89%	9	88.89%
Asian	45	82.22%	45	93.33%	45	84.44%	45	86.67%	45	75.56%
Other (Unknown)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	716	96.09%	716	90.78%	716	89.53%	716	93.30%	716	81.56%
Five-Year Goal										80%

STUDENTS WHO HAVE TAKEN AT LEAST ONE COLLEGE PREPARATORY COURSE

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	338	94.67%	339	71.98%	339	82.30%	339	85.25%	338	61.54%
Black	74	72.97%	74	47.30%	74	54.05%	74	54.05%	74	28.38%
Hispanic	4	75.00%	4	75.00%	4	50.00%	4	75.00%	4	50.00%
American Indian	6	83.33%	6	50.00%	6	100.00%	6	100.00%	6	50.00%
Asian	25	44.00%	25	56.00%	25	28.00%	25	44.00%	25	12.00%
Other (Unknown)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	447	87.92%	448	66.74%	448	74.55%	448	77.90%	447	53.02%
Five-Year Goal										50%

ALL STUDENTS (PREPARATORY AND NO PREPARATORY COMBINED)

	Essay		Mathematics		Reading		English Language		All Four Subtests	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
White	940	96.49%	941	84.59%	941	88.10%	941	91.39%	940	75.96%
Black	125	80.80%	125	58.40%	125	61.60%	125	66.40%	125	40.00%
Hispanic	13	84.62%	13	92.31%	13	69.23%	13	76.92%	13	69.23%
American Indian	15	93.33%	15	80.00%	15	100.00%	15	93.33%	15	73.33%
Asian	70	68.57%	70	80.00%	70	64.29%	70	71.43%	70	52.86%
Other (Unknown)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1,168	92.95%	1,164	81.53%	1,164	83.76%	1,164	87.37%	1,163	70.59%
Five-Year Goal										70%

Activities/Strategies: Update CLAST improvement plan; review the organization and delivery of College Prep courses; develop a retention plan; implement computerized CLAST testing on campus.

Note: CLAST scores include up to September of 1993.

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Report Form "B":

Pensacola Junior College
Institutional Accountability Plan
Preliminary Five-Year Plan
Report

1992-1993

Pensacola Junior College

Institutional Accountability Plan

Preliminary Five-Year Plan

R E P O R T

✦ ✦ ✦ ✦ ✦ ✦ ✦ ✦ ✦

1992-1993

✦ ✦ ✦ ✦ ✦ ✦ ✦ ✦ ✦

I. Institutional Goals
II. Activities Plan
III. Draft Data Reports
V. Degree Audit System

✦ ✦ ✦ ✦ ✦ ✦ ✦ ✦ ✦

In response to Section 240.324(1) of the Florida Statutes: "Accordingly, the State Board of Community Colleges and the community college boards of trustees shall develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System."
Pensacola Junior College
Office of Institutional Research and Effectiveness

R-93-204 MM 9-27-93

Pensacola Junior College

Institutional Accountability Plan

1992-1993

Introduction and Executive Summary:

This report responds to the legislative and State Board mandates which require the adoption of institutional goals for accountability, the systematic planning for achievement of these goals, and the annual reporting of progress towards goal achievement. This comprehensive report consists of four parts: the goals adopted for PJC; the plan of action; draft data reports for 1992-1993; and a special report on the PJC degree audit system.

In general, this report confirms that PJC is making reasonable and effective progress towards achieving these goals. The College has made substantial progress in planning for and accounting for quality accomplishment of its mission. Specifically, it has documented, with detailed data, success with respect to these goals. Generally, the College continues to adopt, execute, and evaluate a large number of operational plans and this year has completed the requirements of the former five-year comprehensive strategic plan and has formulated and put into operation a new five-year strategic plan.

The eleven goals of the Institutional Accountability Plan have been assessed as follow:

Goal 1: The College established minority student baseline data this year.

Goal 2: The College established an official success rate of 89% this year.

Goal 3: The College established an official retention rate of 50% this year.

Goal 4: PJC transfer students exceed the average academic accomplishments of all Florida community college transfers to SUS institutions.

Goal 5: PJC minority students who transfer to senior universities do well academically.

Goal 6: PJC vocational-technical program graduates do very well on state licensure examinations.

Goal 7: PJC vocational program graduates find employment or engage in further training in large numbers.

Goal 8: Students who require remediation at PJC succeed in college preparatory courses.

Goal 9: The College established an official retention rate of 43% for college preparatory students.

Goal 10: The College established an official success rate of 89% for college preparatory students.

Goal 11: A high percentage of PJC students successfully pass the College Level Academic Skills Test.

PJC assessment measures documented a high level of mission effectiveness in 1992-1993.

PJC, through the Institutional Accountability Plan, other assessment processes and detailed operational plans, continues to provide high quality educational services to its district.

9-27-93

APPENDICES

APPENDIX A

Related Statewide Master Plan Goals and PJC's Strategic Goals

Related Statewide Master Plan Goals and PJC's Strategic Goals

State Master Plan Goals	Related PJC Strategic Institutional Goals
I. Preserve Open Access and Increase Student Success	GOAL 1. To improve each student's academic development and achievement… (through objectives on): A. Recruitment B. Academic Advising C. Student Tracking System D. Academic Support System GOAL 9: To improve student services and student support activities which assist in meeting the social, cultural, career development and recreational needs of each individual student (through objectives on all of these topics).
II. Strengthen Quality of Progress and Curriculum	GOAL 3: To improve educational programs … (through objectives on): A. Program Evaluation B. District Curriculum Project Reference Manual C. Expansion of Continuing Education D. Articulation E. Institutional Technology Goal 7:A.2. Institutional Program Plan
III. Strengthen Articulation, Cooperation, and Collaboration	GOAL 4: To improve community relationships … (through objectives on): County School Articulation Joint Community Program Sponsorship Vocational Supplemental Courses GOAL 3: D. Articulation
IV. Establish Partnerships for Economic Development	GOAL 10: To improve communication with external constituent business, industry … to enhance economic development …(through objectives on): Business & Industry College Communication Plan for Economic Development Economic Development Needs Assessment Plan Educational Plan for Economic Development
V. Strengthen Human Resources of Community Colleges	GOALS 5 To improve communication with internal constituencies (through objectives on): Administration and Work Site Groups All-Employees Meetings Presidential Columns in Newsletters Special Topic Speakers Executive Classroom Visitations GOAL 7 C.1. Evaluation Plan for Personnel C.2 Career Service and Administrative Pay Grade Plan C.3 Career Service Staffing Plan C.4 Standardization of the Faculty Evaluation System C.5 Standardization of the Administrative Evaluation System GOAL 8 To improve salaries, fringe benefits, recruiting and selection, working conditions, professional development, and career mobility of the institution's human resources (objectives on all of these topics).

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State Master Plan Goals	Related PJC Strategic Institutional Goals
VI. Strengthen Utilization of Technology	GOAL 11: To strengthen the utilization of technology support … (through objectives on): Academic Computing Administrative Computing Educational Telecommunications GOAL 3.E Institutional Technology
VII. Renew Florida's Commitment to Continuing College Fiscal Stability	GOAL 2: To improve the financial status of the college … (through objectives on): Fiscal Resources Enhancement and Increased Operational Efficiency GOAL 7: B.2. Blanket Purchase Orders B.3. Computerized Requisitions B.4. Computerized Contracts B.5. Inventory Control Systems B.8. Internal Auditing
VIII. Strengthen and Provide Leadership in Institutional Accountability	GOAL 6: To improve governance of the institution … (through objectives on): Total Quality Improvement All employees involved in improvement Retention Institutional Research Data Utilization GOAL 7: To improve the effectiveness and efficiency … through systematic evaluation … (through objectives on): A.1. Service Program Evaluations A.2. Institutional Program Plan B.1. Process Analysis B.2. Blanket Purchase Orders B.3. Computerized Requisitioning B.4. Computerized Controls B.5. Inventory Control System B.6. Employment Process Improvement B.7. Injury Reporting System B.8. Internal Auditing B.9. College Information Archival System C.1. Personal Evaluation Plan C.2. Career Service and Administrative Pay Grade System C.3. Career Service Staffing Plan C.4. Standardization of Faculty Evaluation System C.5. Standardization of Administrative Evaluations D.1. Renovation, Remodeling and New Construction Plans D.2. Preventive Maintenance Plans D.3. Campus Master Plans

APPENDIX B

PJC
Institutional Effectiveness Assessment
Functional Areas
Related to SACS Criteria

(Note: Each functional area has multiple goals, objectives and assessment indicators which are reported in a five-year cycle.)

PENSACOLA JUNIOR COLLEGE
Institutional Effectiveness Assessment
Functional Area
vs.
SACS Criteria Sections

COLLEGE MISSION & STRATEGIC PLAN GOALS (II: Institutional Purpose; III: Institutional Effectiveness; 3.1 Planning & Evaluation)

I. ADMISSIONS (IV: Educational Program; 4.1. Undergraduate Program; 4.1.1. Undergraduate Admission)

II. COMPLETION REQUIREMENTS (IV. Educational Program; 4.1. Undergraduate Program; 4.1.2. Undergraduate Completion Requirements)

III. CURRICULUM (IV: Educational Program; 4.1. Undergraduate Program; 4.1.3. Undergraduate Curriculum)

IV. COMMUNITY PROGRAMS (IV: Educational Program; 4.3. Continuing Education, Outreach and Service Programs)

V. FACULTY (IV: Educational Program; 4.4. Faculty)

VI. LEARNING RESOURCES (V: Educational Support Services; 5.2. Library)

VII. INSTITUTIONAL SUPPORT (V: Educational Support Services; 5.3. Instructional Support)

VIII. COMPUTER RESOURCES (V: Educational Support Services; 5.4. Computer Resources & Services)

IX. ORGANIZATION & ADMINISTRATION (VI: Administration Processes; 6.1. Organization & Administration)

X. FINANCIAL RESOURCES (VI: Administrative Processes; 6.3. Financial Resources)

XI. PHYSICAL RESOURCES (VI: Administrative Processes; 6.4. Physical Resources)

XII. GRANTS (VI: Administrative Processes; 6.9. Externally Fundable Grants & Contracts)

XIII. INSTRUCTION (IV: Educational Program; 4.1 Undergraduate Program; 4.1.4. Undergraduate Instruction)

XIV. INSTITUTIONAL ADVANCEMENT (VI: Administrative Processes; 6.2. Institutional Advancement)

XV. INSTITUTIONAL RESEARCH (III: Institutional Effectiveness; 3.2. Institutional Research)

XVI. STUDENT DEVELOPMENT SERVICES (V: Educational Support Services; 5.5. Student Development Services)

APPENDIX C

1992-1993

PJC and State Accountability Performance Benchmark Comparisons

(Note: Both the benchmarks for the College and the State were changed in 1994, for subsequent reporting periods.)

ACCOUNTABILITY PERFORMANCE BENCHMARKS
1992-1993

State Community College System Outcome Measures(a)	Pensacola Junior College Benchmarks(b)	SBCC Accountability Implementation Committee Benchmarks(c)
#1, Part 1; Enrollment Report	1. Annual Increase of Minority Students	Annual increase with goal at parity
#1, Parts 2 and 3;		
(a) Success Rate	2. 80%	80%
(b) Retention Rate	3. 40% (d)	50%
#2, AA Transfer	4. GPA Higher than System Mean	2.500 GPA
	5. Minority % GPA 2.000 or More Greater than System Mean	No Goal established
#3, Part 1; Vocational Program Licensure Rates	6. 80%	80%
#3, Part 2; Vocational Program Placement	7. 70%	80%
#4 Part 1; College Prep Completion	8. 65%	Set for each separately
#4, Part 2; College Prep		
(a) Retention Rate	9. 40% (d)	50%
(b) Success Rate	10. 80%	80%
#5; CLAST Passing Rate	11. 75%	60 HRS 75%

(a) DCC Memorandum 94-11, 9-30-93.
(b) PJC "Preliminary Five-Year Plan" (R-93-204), 9-27-93.
(c) Action of Committee, 10-11-93.
(d) PJC retention rate and benchmark will increase with new definitions used to set SCCS benchmark.

R-93-204A MM 10-12-93

APPENDIX D

PJC Program Accreditation

PJC Program Accreditation Review 1994 (a)

No.	Program	Award	CIP	PJC Code
1.	Dental Assisting	Vocational Certificate	17.0101	DENTA-VC
2.	Dental Hygiene	Associate of Science (AS)	17.0102	DENTH-AS
3.	Dental Laboratory Technology	Associate of Science (AS)	17.0103	DENTL-AS
4.	Dietetic Technician	Associate of Science (AS)	20.0404	DIETT-AS
5.	Licensed Practical Nurse	Vocational Certificate	17.0605	LPN-VC
6.	Physical Therapist Assistant	Associate of Science (AS)	17.0805	PTA-AS
7.	Registered Nursing (ADN)	Associate of Science (AS)	18.1101	RN-AS
8.	Respiratory Care	Associate of Science (AS)	17.0818	RT-AS
9.	Radiography	Associate of Science (AS)	17.0209	XRAY-AS
10.	Paramedic	College Credit Certificate	17.0206	PARAM-CT
11.	Energy Medical Technician	College Credit Certificate	17.0205	ENT-CT
12.	Medical Assistant	Vocational Certificate	17.0503	MEDAS-VC
13.	Medical Record Technician (n)	Associate of Science (AS)	17.0506	MRT-AS (HIM-AS)
14.	Nursing Assistant	Vocational Certificate	17.0602	NA-VC
15.	Automotive Service Technology	Associate of Science (AS)	15.0803	AUTOT-AS

DJC Program Accreditation Review 1994
(Continued)

No.	Code	Accreditation or Approval	Agency	
1.	DENTA-VC	Accreditation	American Dental Association	(b)
2.	DENTH-AS	Accreditation	American Dental Association	(b)
3.	DENTL-AS	Accreditation	American Dental Association	(b)
4.	DIETT-AS	Approval (c)	American Dietetic Association	(d)
5.	LPN-VC	Approval	Florida State Board of Nursing	
6.	PTA-AS	Accreditation	American Physical Therapy Association	(e)
7.	RN-AS	Approval (g)	Florida State Board of Nursing	
8.	RT-AS	Accreditation	Joint Review Committee for Respiratory Care Education	(h)
9.	XRAY-AS	Accreditation	Joint Review Committee in Radiologic Technology	(i)
10.	PARAM-CT	Accreditation	Joint Review Committee on Educational Programs for the Emergency Medical Technician Paramedics	(k)
11.	EMT-CT	Accreditation	Joint Review Committee on Educational Programs for the Emergency Medical Technician Paramedics	(k)
12.	MEDAS-VC	Accreditation	Curriculum Review Board American Association of Medical Assistants	(m)
13.	MRT-AS	Accreditation	Council on Education, American Health Information Management Association	(n)
14.	NA-VC	None (o)	N/A	
15.	AUTOT-AS	Certification	National Automotive Technician Foundation, Inc.	(p)

PJC Program Accreditation Review 1994
(Continued)

No.	Code	Accreditation Status at PJC	Maximum Years	For PJC, Years	Next Site Visit	Last Site Visit	Program Leader
1.	DENTA-VC	Accredited	7	7	2000	April 1993	J. Ponson
2.	DENTH-AS	Accredited	7	7	2000	April 1993	L. Fazio
3.	DENTL-AS	Provisional Accreditation	7	7	None	April 1993	P. Nash
4.	DIETT-AS	Approved	10	10	2000	1990	J. Levins
5.	LPN-VC	Approved	Annual	Annual	Next Year	1994	J. Connell
6.	PTA-AS	Accredited	8	5	1995	April 1990	T. Ingram
7.	RN-AS	Approved	Annual	Annual	Next Year	1994	J. Connell
8.	RT-AS	Accredited	5	5	Fall 1995	Fall 1990	S. Peterson
9.	XRAY-AS	Accredited	5	5	1996/7	1992	M. Coseo
10.	PARAM-CT	Accredited	5	4(l)	1996	June 1992	V. Garlock
11.	EMT-CT	Accredited	5	4	1996	June 1992	J. Diamond
12.	MEDAS-VC	Accredited	7	7	Jan. 1999	Jan. 1992	C. Schlaffe
13.	HIM-AS	Accredited	8	8	1997	1989	B. Edwards
14.	NA-VC	N/A	—	—	—	—	P. Harris
15.	AUTOT-AS	Pending	5	N/A	—	—	E. Forrester

PIC Program Accreditation Review 1994
(Continued)

No.	Code	Required Annual Report	Last Self-Study On File	Comments
1.	DENTA-VC	No	Yes (1992)	
2.	DENTH-AS	Yes	Yes (1992)	
3.	DENTL-AS	N/A	Yes (1992)	Program Canceled IIIA (93943) 1994
4.	DIETT-AS	Yes	Yes (1990)	The A. Diet. will soon accredit
5.	LPN-VC	Yes	N/A	Self-Study is not required
6.	PTA-AS	Biannual (f)	Yes (1989)	
7.	RN-AS	Yes	N/A	NLN Accreditation is sought
8.	RT-AS	Yes	Yes (1990)	
9.	XRAY-AS	No	Yes (1992)	
10.	PARAM-CT	Yes	Yes (1990)	
11.	ENT-CT	Yes	Yes (1990)	
12.	MEADAS-VC	No	Yes (1991)	This accreditation is optional
13.	HIM-AS	Yes	Yes (1989)	
14.	NA-VC	—	— (—)	Graduates are certified by the F.I. D.O.E.
15.	AUTO-AS	—	— (—)	This certification is optional

PJC Program Accreditation Review 1994
(Continued)

Notes:

(a) Source: PJC Program Department Heads.
(b) A.D.A.: Council on Education; Commission of Dental Accreditation.
(c) "Developmental Accreditation" will be required within two years, or the year 2000.
(d) A. Diet. A.: Board of Directors and Commission on Dietetic Registration.
(e) A.P.T.A.: Commission on Accreditation in Education.
(f) Next biennial report is due 4-15-94.
(g) Efforts have begun to seek, in addition to Fl. S.B.N. approval, National League for Nursing (N.L.N.) accreditation.
(h) J.R.C.R.C.: Also styled as the Joint Review Committee for Respiratory Care; American College of Chest Physicians, American Society of Anesthesiologists and American Thoracic Society and C.A.H.E.A. (Committee on Allied Health Education of and Accreditation of the American Medical Association). Note: C.A.H.E.A. is at this writing defunct and being replaced by a yet-to-be determined entity.
(i) J.R.C.E.R.J.: Association of Education in Radiological Sciences, College of Radiology and American Society of Radiologic Technologists. And C.A.H.E.A.
(j) Also approved by the State of Florida; Department of Health and Rehabilitative Services, Emergency Medical Services Office.
(k) J.R.C.E.P.E.M.T.P.: American College of Emergency Physicians, American College of Surgeons, American Society of Anesthesia Technologists, National Association of Emergency Medical Technicians, and National Registry of Emergency Medical Technicians. And C.A.H.E.A.
(l) The PARM/EMT-CT site visit was delayed one year in 1991 because there were no PARAM-CT students that year.
(m) And C.A.H.E.A.
(n) Was called: Medical Records Technician; now Health Information Management. And C.A.H.E.A.
(o) Discussions are current for the Florida State Board of Nursing to take on the approval of this kind of program.
(p) N.A.T.E.F.

APPENDIX E

QUEST

Qualitative use of Evaluative Systems and Technologies

An Integrated Approach for Institutional Planning, Assessment and Development

(A Descriptive Outline)

QUEST

Q. U. E. S. T.

Qualitative Use of Evaluative Systems and Techniques

An Integrated Approach for Institutional Planning, Assessment and Quality Improvement

(A Descriptive Outline)

Pensacola Junior College
Office of Institutional Research and Development
R-93-99

MM 11-30-93
MM 7-19-94

Contents:

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Operational Plans 14

Introduction: Pensacola Junior College is engaged in a complex set of planning and assessment activities that result in plans, evaluative reports and other documents which are in turn used to further improve the college. Sometimes it is unclear how these various functions interrelate for the common good. The purpose of this guide is to provide a conceptual framework for a unified approach in planning and assessment at Pensacola Junior College.

Planning and assessment must to be focused toward a single end; that is, to further develop the college in order to assure the highest possible quality of instruction and services are provided. The goals, objectives, performance indicators and use of all college plans and assessments must be consistent with the general philosophy of the college and the official college mission. Care must be taken to prevent duplication of effort or confusion and conflict among any institutional goals and objectives.

QUEST: The Qualitative Use of Evaluative Systems and Techniques (QUEST) is intended to focus major planning, evaluative and information functions into an integrated and understandable entity. Following is a list of the major functions of this kind for PJC.

Strategic Planning

Academic Program Planning

Facilities Master Planning

Fiscal Planning

Operational Planning

Special Activity Planning

Institutional Effectiveness Assessment

Institutional Accountability Assessment

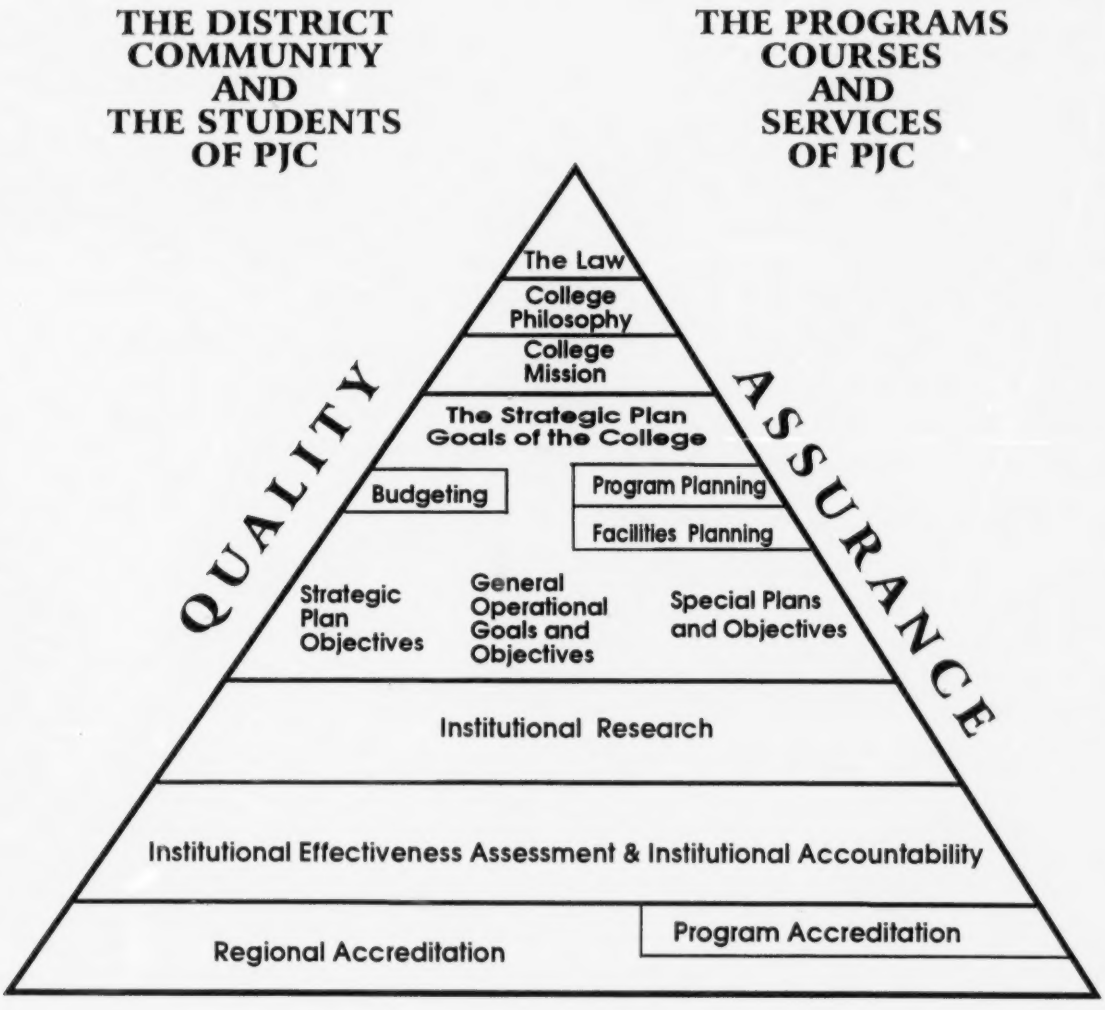
Institutional Research

Management Information Systems

College Archives

Accreditation

Quality Assurance: The services and programs offered by PJC are founded on a set of core structures and processes which can be represented by a pyramid of relationships.



None of these stand alone and each represents other more detailed plans and processes which are not shown here. At the peak are the set of laws and regulations which govern the institution. At the base is the peer endowed approval of accreditation.

Definitions: *Strategic planning* is intended to provide, on a five-year cycle, the general framework for institutional operations. The general approach for operations is set forth in the statement of *philosophy* and in the college *mission*. The strategic plan highlights college strengths, weaknesses, opportunities and threats that were both current and anticipated at the time the plan was written. The *strategic goals* are considered the basic strategy focus points for the college operational plans and for the institutional effectiveness and institutional accountability processes.

Academic program planning is an ongoing process of the college. It is bipolar in that program planning emerges from both the departmental level and the total college level. Written plans and systematic program evaluative processes are produced at both levels.

Facilities master planning is ongoing in the college with campus facilities master plans for all sites. Annual maintenance, renovation, remodeling and new facilities planning is done on a continuous basis.

Fiscal planning is undertaken within the context of an annual budgeting process. Assessment is provided both by the formal state audit process and by the PJC internal audit committee.

Various *operational plans* are developed and implemented as needed (a partial listing of current operational plans is included in this report).

In addition, *special activities planning* efforts may be mandated from time to time and are included as a factor in this overall process.

A new effectiveness assessment process was implemented in 1992, as a comprehensive college-wide *institutional effectiveness* process. This will be continued on a regular annual basis. A five-year cycle of total goal and objective evaluation is planned.

In 1993, the Florida Division of Community Colleges instituted a new annual *institutional accountability* process which replaced the old reports of progress toward excellence, and which will be continued annually for the College, also on a five-year cycle.

The college *institutional research* function continues operation in support of all college areas, with emphasis on productivity and effectiveness assessment.

The college data collection and reporting effort, the *management information system* (MIS), continues in support of all college functions and represents a state-of-the-art data base.

At present, a growing college *archives* collection exists in the Pensacola Campus LRC (and at other sites). An effort as a part of a strategic objectives will be to establish a secure and complete college archive.

Regional accreditation and *program accreditation* and approvals remain key factors in college and program quality assurance. Accreditation is fully integrated with both strategic planning and institutional effectiveness assessment.

These quality assurance functions are increasingly becoming a part of a unified whole rather than separate and divergent parts of the college.

The PJC Institutional Effectiveness Triad: PJC currently determines institutional effectiveness by three separate but closely interrelated major processes: (1) annual assessment of the PJC STRATEGIC PLAN, (2) annual reporting of the status of the local PJC INSTITUTIONAL EFFECTIVENESS PLAN and (3) annual reporting to the State concerning the PJC ACCOUNTABILITY PLAN. These are key parts contained in the quality assurance pyramid.

PJC STRATEGIC PLAN
Annual status reports on Strategic Plan objective attainment

PJC INSTITUTIONAL EFFECTIVENESS PLAN
Annual status reports on specific assessment indicators (These are related to the Strategic Plan and various operational plan objectives of the College.)

PJC ACCOUNTABILITY PLAN
Annual status reports on key effectiveness goals; special data reports (These are related to specific State System goals and benchmarks.)

Documentation: Current and projected assessment plans and reports include the following.

Planning Documents:	Assessment Reports:
I. *The PJC Strategic Plan, 1992/93-1997/98*	*The Annual Report of PJC Strategic Plan Objective Status*
II. *The PJC Academic Program Plan*	*The Annual Report of PJC Academic Program Evaluation*
III. Facilities Master Plans:	
A. *Pensacola Campus Plan*	Annual Status Memorandum Updates
B. *Warrington Campus Plan*	Annual Status Memorandum Updates
C. *Milton Campus Plan*	Annual Status Memorandum Updates
D. *Downtown Campus Plan*	Annual Status Memorandum Updates
E. *Facilities Maintenance Plan*	Annual Status Memorandum Updates
IV. *Pensacola Junior College Annual Budget*	A. *PJC Annual Financial Report* B. Regular and Special Audits
V. Operational Plans (See listing of operational plans)	Plan progress to be reported through the annual *Strategic Plan Report*, the annual *Institutional Effectiveness Report*, or both
VI. Special Plans as required (See listing of operational plans)	Special evaluation reported as needed
VII. *The Annual Plan of PJC for Institutional Effectiveness Goal, Objective and Indicator Statements*	*The Annual PJC Institutional Effectiveness Progress Report*
VIII. *The Pensacola Junior College Institutional Accountability Plan: Preliminary Five-Year Plan: 1992-1993*	*The Annual PJC Institutional Accountability Plan Report* (This takes place of the former report: *PJC Annual Report of Progress Toward Educational Excellence)*
IX. *The Office of Institutional Research Chart of Routine Reports*	*The Office of Institutional Research Annual* (or semi-annual) *Report of Routine and Special Reports*

X. *The Department of Management Information Systems Chart of Routine Reports*

The Department of MIS Annual Report of Routine and Special Reports

XI. *Catalog of the College Archives*

Annual Report of Items Added to the College Archives

XII. *Proposal for SACS Accreditation Reaffirmation of PJC, 1997*

A. *Pensacola Junior College Criteria Audit for Accreditation Compliance 1997*

B. *Pensacola Junior College Institutional Self-Study 1997*

XIII. Various Program Self Studies

Various mid-accreditation reports to the several program accreditation associations

Status: Responsibility for and status of the various plans and reports are as follows.

Function		Authority	Cycle	Documentation	Status
I.	Strategic Planning	Executive Vice President; Vice President for Planning and Administration	Five-year	*The PJC Strategic Plan, 1992/93-1997/98*	Operational (In first year of the second cycle)
II.	Academic Program Planning	Executive Vice President; Associate Vice President for Instructional Services	Continuous To be determined	Actions of the Curriculum Committee in its *Minutes* + A Formal Written Plan	Current Under development
III.	Facilities Master Planning	Executive Vice President; Vice President for Planning & Administration	Variable	A. *Pensacola Campus Plan* B. *Warrington Campus Plan* C. *Milton Campus Plan* D. *Downtown Center Plan* E. *Maintenance Plan*	Under revision Under revision Under revision Under development Under development
IV.	Fiscal Planning	Executive Vice President; Vice President for Business & Finance	Annual	*Pensacola Junior College Budget, 1993/94*	Operational (computerized in 1992)
V.	Operational Planning	Various College units	Variable	Individual plans (See listing of current operational plans)	Current

VI.	Special Planning	Florida State Board for Community Colleges & Other Authorities	Variable & one-time	As required	As required
VII.	Institutional Effectiveness Assessment	Executive Vice President; Vice President for Planning & Administration	Annual	*The Annual Plan of PJC Institutional Effectiveness Goal, Objective & Indicator Statements*	Operational (in the second annual cycle)
VIII.	Institutional Accountability Assessment	The Florida Division of Community Colleges; Executive Vice President; Vice President for Planning & Administration	Annual	*Annual PJC Institutional Accountability Plan Report*	Operational (in second cycle of the new process)
IX.	Institutional Research	Executive Vice President; Vice President for Planning & Administration	Continuous	A standard list of routine reports has been established	Under development
X.	Management Information Systems	Executive Vice President; Vice President for Business & Finance	Continuous	A standard list of routine reports has been established	Operational
XI.	College Archive	Executive Vice President; Vice President for Planning & Administration	Continuous	*Catalog of Items*	Operational
XII.	Accreditation (Regional)	Executive Vice President; Vice President for Planning & Administration	Decennial	*Self Study + Criteria Audit, 1997*	Operational
XIII.	Accreditation (Program)	Provost Program Directors	Variable	*Self Studies, Program Evaluations*	Operational

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The QUEST Model: This describes what is essential to the total planning and assessment process. It may be characterized as planning, doing, and assessing with a feedback loop to improve each facet of the process.

In General:

For Input Efficency

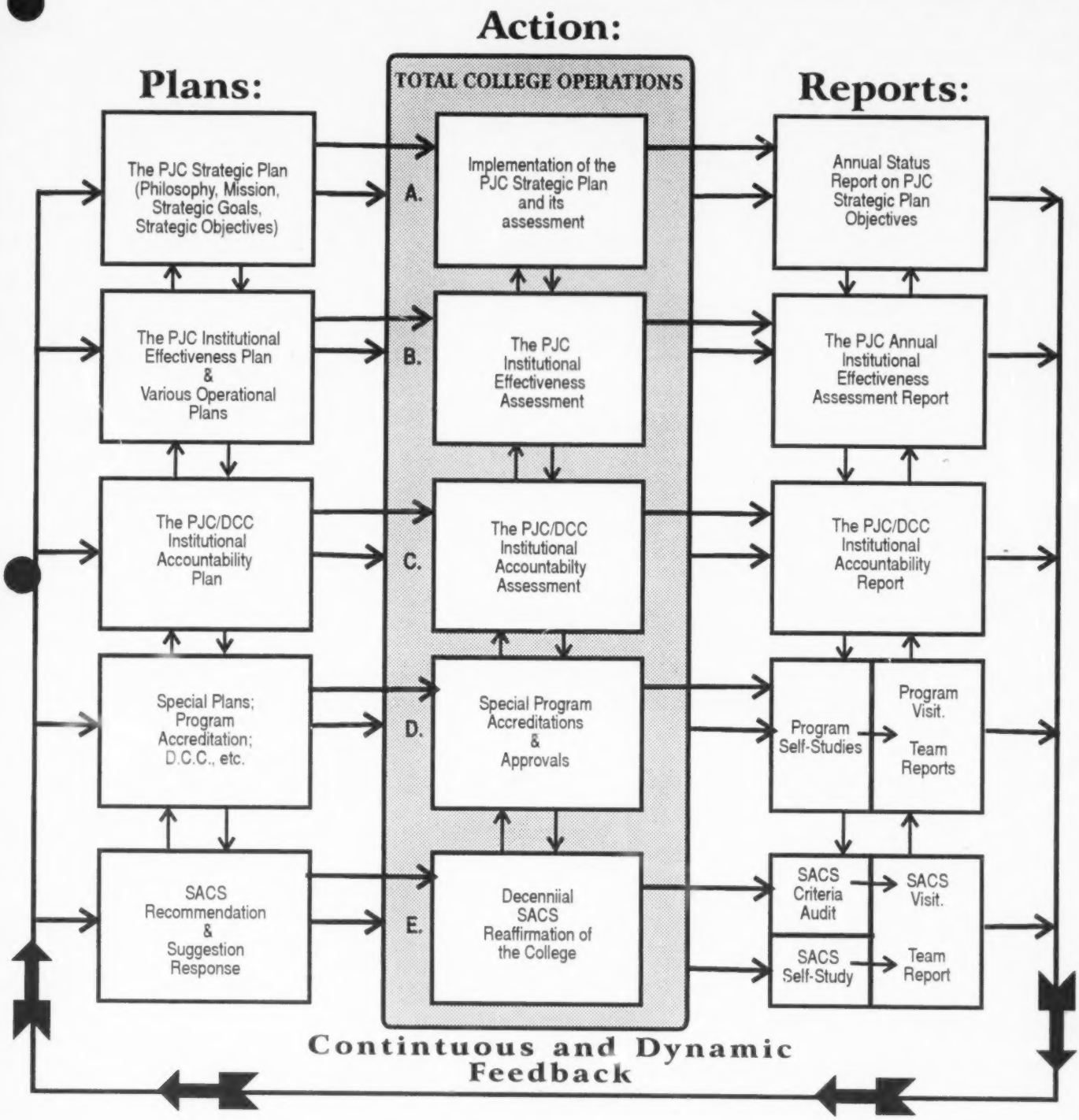
For Effectiveness & Productivity

For Output Quality & Quantity

For Positive Change

This provides the basis for a dynamic system of operations and improvement. A more detailed PJC model follows. A full cycle of planning and evaluation is accomplished in each decade which coincides with the normal Southern Association of Colleges and Schools reaffirmation process, though many sub-cycles of planning and evaluation are repeated within each ten-year cycle.

THE PJC COMPREHENSIVE SCANNING SYSTEM



Archives: The justification for establishing a permanent archive of key documents and information is based on some transient tendencies of contemporary higher education. Organizational changes occur and with them unit files are often redirected or lost. There is also the routine policy of three-year discarding of files and materials. The location of those items which are retained from year-to-year may not be generally known or sequentially cumulative. The wide disbursal of items makes it difficult to reassemble documents, especially on short notice. Often item holders are reluctant, and for good reason, to relinquish them. When time periods of one-half or full decades are factored in, it is normal to discover that key items have disappeared totally, without anyone's fault.

The strategy, then, would be to select key documents for preservation in a secure archive. It would be important to insist that the items retained be selected for obvious importance, and that an excessive volume of paper not be kept. Some key documents would be referenced in the archives index and stored elsewhere.

The core of the institutional archives would then consist of at least these items:

I. The Strategic Plan:

- A. All plan documents
- B. Miscellaneous planning papers including minutes
- C. Annual plan status reports

II. General Documents:

- A. *Catalogs*
- B. Various Handbooks
- C. Board Policies & Procedures & Minutes
- D. *Minutes* of President's Council, CASA and Curriculum Committee
- E. Budgets, financial reports, audits
- F. Other essential documents (including yet to be determined key routine reports; ie. MGT 009's)

III. Accreditation:

- A. SACS Self Studies, Team Reports, Annual Reports, etc.
- B. Program Self Studies, etc.

IV. Program Evaluations

V. Institutional Effectiveness Reports

VI. Institutional Research Reports

VII. Other useful items

Operational Plans: The archives currently contain these task-specific plans.

1. *Plan for Faculty Evaluations*
2. *Plan for Program Assessment*
3. *Departmental Enrollment Plans*
4. *Recruitment Plans*
5. *EA/EO Plans*
6. *The Minority Recruitment Plans*
7. *The Retention Plan*
8. *The Academic Advising Plan*
9. *The Career Development Plan*
10. *The Placement and Follow-up Plan*
11. *The Scholarship Plan*
12. *The Marketing Plan*
13. *The Institutional Effectiveness Plan*
14. *The Developmental Education Plan*
15. *The Computer (Mainframe) Plan*
16. *The Early Retirement Plan*
17. *The Career Mobility Plan*
18. *The Certification and Reaccreditation Plan*
19. *The Inservice Training Plans*
20. *The Economic Development Plan*
21. *The Telecommunications Plans*
22. *The CLAST Enhancement Plan*
23. *The Sabbatical Leave Plan*
24. *The Institutional Computing Plan*

It is the ultimate aim of all QUEST activities to provide for the continuous improvement of the courses, programs and services of Pensacola Junior College. The ultimate aim of PJC is the assurance of the highest quality of product allowed by its resources. *PJC is committed to quality.*

[Revised through 9-15-94]